

DAILY LESSON PLAN

DATE: _____

SUBJECT/CLASS: Instrumental Music _____ **TIME NEEDED:** 1 class period _____

UNIT: Rhythm _____ **LESSON:** Syncopation _____

Overall Objectives: Students will understand the rhythmic concept of syncopation and will demonstrate that understanding through the construction and performance of syncopated rhythms.

Standards: ML 2- Interpret the sound and symbol systems of music.

Materials Needed:

Whiteboard/Smartboard with music staff
Dry erase markers/Smartboard markers
Staff paper
Pencils
Examples of syncopated measures
Instruments

Modifications:

Preferential seating
Peer assistance as needed
Opportunities for increased rigor

Review/Prior Knowledge:

Students have already become familiar with basic rhythmic notation (whole, half, quarter and eighth notes and rests).

Procedures:

Teacher will write 4 examples of syncopation on the board. Teacher will perform each rhythm for the students. Teacher will state that these are all examples of syncopation, and will ask students what the measures have in common. Students will share observations (brainstorming), and teacher will guide students toward a common definition of syncopation. (Perhaps this: Syncopation is an unexpected rhythm in music.)

Students will then compose 4 measures in 4/4 meter that will contain *at least 2 measures* of syncopation. Students will be allowed to utilize the examples given by the teacher in their composition (rhythm bank) or may create their own syncopated measures. Students have the choice of composing the measures on a single pitch (rhythmic), or utilizing several pitches (melodic). Students will write their measures with the understanding that they will need to be able to perform the measures on their instruments with reasonable accuracy.

Assessment:

Visual: Students are engaged and on task.
Aural: Performance of composition.
Written: Composition written on staff paper.
Self Assessment: On the bottom of the staff paper, students will respond to this prompt: Explain how the rhythms you have chosen for your composition are examples of syncopation.

Next Lesson/Assignment:

Practice the syncopated exercises in your method book. One of these will be chosen for an upcoming Playing Test.

Notes:*Guidelines for Assessment:*

- Compositions must be 4 measures long, with the correct number of beats per measure.
- Compositions must contain at least 2 measures of syncopation.
- Student performance will be assessed using the established grading scale (as per WCPSS policy).

Increased Rigor:

Students can choose to make their composition more challenging by including more than 2 measures of syncopation, or by utilizing various pitches throughout the composition as opposed to writing rhythms to be performed on a single pitch.